**Lesson Plan Critique**

**Original Lesson Plan**

Students will have 10 minutes to meet and put together their presentation on their Native American tribe. Before each group presents their research information, they will be given a presentation rubric. Students will use this in order to grade their peers on their presentation. Students will then present their information in front of the class. After presentations are finished, students will open their social studies texts to page 92-93 and read about the secret language of Native Americans during the Second World War.

**UDL Alterations**

When we read the original lesson plan, we saw a few opportunities to modify it in order to make the curriculum accessible to all students. One issue with this lesson plan is that there is no specific structure to the research topic and presentation. This could present difficulties for children with disabilities. As well, the only resource on Native Americans’ secret language is the text book, which can be dense and difficult to decode.

In order to create a universally-designed lesson plan that can be accessed by all students, we decided to modify the directions given to the students and make use of assistive technology. First, in our updated lesson plan, the teacher would create learning groups that would allow each student to participate using their strengths. Once this was done, the teacher would spend some time displaying and discussing an example of an Inspiration mind map on a make believe Native American tribe. She would show the children how she took information found on several websites and organized it into the map. She would also explain the various features available on Inspiration, including icons and enlarged font.

Before beginning their research, students would be given a tribe to study and a list of previously accumulated websites to use. These sites would have been tested by the teacher to make sure each was accessible, including large font, clear and direct reading material, and various visuals such as videos and pictures. The students would spend 15 minutes accumulating information to put into their mind maps. They will then be given 15 minutes to create mind maps in their groups. The example of the teacher’s mind map will be left on the projector to help students if they need to refer back to it. This mind map will be included in the lesson plan in order to present information in a visual manner. This will help students with auditory processing difficulties.

As this is a long term project, the students are not expected to finish their presentations. They will be given time throughout the week to complete their final mind maps for presentation on Friday. Once everyone gets back to their seats, the teacher will preface the planned unit on the Native American secret codes of World War II. She will briefly describe the upcoming unit and introduce the film *Windtalkers*. The class will watch the first 45 minutes of the film and complete the rest at a later date. The film was chosen as a media of teaching for this unit in order to be able to reach children with reading disabilities or other learning challenges. Along with this film, the students will also be expected to read a short passage in their textbook, pages 93-95. For those children with reading difficulty, these pages will be put on Kurzweil which the students will access from individual laptops.

This revised lesson plan will provide a more universally accessible learning environment for students in the class. The use of a graphic organizer, as well as visual media, will provide various learning opportunities in which the children can access the curriculum in meaningful ways. This universally designed lesson plan will mitigate the need to accommodate specific students. As history can be a dense and difficult subject for many students, the varied curriculum and use of technology will allow them to make better meaning of the material.